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AUTHOR Knight, Merle M., Comp.
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ABSTRACT

The curriculum materials developed by 34 projects are described in this directory. The discussions are organized by discipline: Anthropology, Economics, Geography, History, Political Science, Social Psychology, Sociology, and General and Interdisciplinary. Each individual project note includes: project name, director, address, and a summary of the conceptual themes, objectives, grade level, organization, media, teaching strategies, and availability of the materials. (SBE)

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AN ANNOTATED LIST OF

NEW SOCIAL STUDIES PROJECTS

compiled by

Merle M. Knight

Social Science Education Consortium
970 Aurora, Social Science Building
Boulder, Colorado 80302

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SO 000 173

ANTHROPOLOGY

University of Georgia, Anthropology Curriculum Project

Marion J. Rice, Director, 105 Fain Hall, University of Georgia, Athens, Georgia 30601

This project has developed and tested in the classroom instructional materials for the discipline of anthropology in elementary and junior high school. The materials have been organized around the concepts of evolution, fossil man, race, culture, old world prehistory, new world prehistory, technology, economics, kinship, political and nonkin groups, religion, and life cycle. The K-7 units make up about four or five weeks of work in each year's social studies program. The program is spiral in that grades one and four focus on culture, while grades two and five treat old and new world prehistory. Grades three and six consider cultural change, race, caste, and prejudice. The seventh grade materials focus on the life cycle, languages, and changing culture. The project is unique among the funded projects in emphasizing the deductive approach to teaching and learning, although many of the more recent materials also use inductive processes. The materials consist of student paper-bound texts and teachers' guides.

American Anthropological Association, Anthropology Curriculum Study Project

Malcolm Collier, Director, 5632 Kimbark Avenue, Chicago, Illinois 60637

The Anthropology Curriculum Study Project is developing and field-testing a semester course for a 10th grade world history class. At present a three-week sampler kit of this semester course is available from the MacMillan Company. The course is organized around the concept of culture. The major processes emphasized are data gathering for inference-making and then validation of the inference. One of the attractive features of the sampler kit is the close relationship between objectives, activities, and evaluation exercises. Another attractive feature is the multimedia approach. The sampler kit contains two film strips, a site map, four cast artifacts, a record, five readings, overlays and transparencies, and charts and diagrams.

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ECONOMICS

University of Colorado, Our Working World

Lawrence Senesh, Director, 970 Aurora Avenue, Boulder, Colorado 80302

The Our Working World series is designed to introduce children to the fundamental ideas which underlie the functioning of our social world and to relate children's experiences to these principles. Although economics is considered the core discipline of the series, the other social sciences are an integrated part of the program. The program is designed to give children the analytical tools of the social sciences and to teach them to use these tools to discover cause-effect relationships in society and the order that underlies our seemingly chaotic world. The child's experiences with the real world are used as points of departure. As the child moves from grade to grade, the fundamental ideas of the social sciences are experienced in increasing depth and complexity.

Each year's curriculum package is comprised of a student text, an activities book, a resource unit, records, and a transcript of the recorded lesson. The third-grade materials also include a set of filmstrips which are coordinated with the records. The third-grade records and filmstrips are supplementary, whereas in the first and second grades they are not.

The first, second, and third grades are now available from Science Research Associates. A revised edition of K-6 will be available from the publisher in September 1972.

University of Ohio, Manpower Development Project

Robert L. Darcey and Phillip E. Powell, Co-directors, The Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036

These curriculum materials approach the subject of economics with the idea that man is more than just a consumer of goods and services; he is also a creator of goods and services. An understanding of how the economy operates and the role people play in economic life are integral to the study of manpower economics. The concepts that are involved in this approach are embodied in three main categorial areas: (1) the economic system; (2) skills

and attitudes necessary for productivity; and (3) self-concepts necessary to provide a positive contribution to society.

The materials attempt to involve the student in situations that will have some relevance and meaning for him--if not at the present, then in the very near future. The hope is that the student will develop a sense of being able and capable of playing a worthwhile role in his society.

The materials include stories, cases, documents, cartoons, and statistical data. Student texts and a teacher's guide are available from The Joint Council on Economic Education.

University of Chicago, Elementary School Economics Project

William D. Rader, Director, Industrial Relations Center, 1225 East 60th Street, Chicago, Illinois 60637

The materials developed by this project are economics curricular materials for an intermediate (Grades 4-6) social studies program. The fourth-grade units focus on the concept of consumption. The students study economic scarcity, work, money, consumption, and saving. The fifth-grade units concentrate on production and marketing. The students study profit, efficient use of factors of production, transportation, wholesalers, retailers, and advertising. These fourth- and fifth-grade units, each about six weeks in length, rely mainly on teacher-directed discussions, essays, readings, and interpretation of charts and graphs.

The three sixth-grade units concentrate on the concepts of production, exchange, and consumption. In the first unit the students study a simple economic model of production and exchange through a story of how ship-wrecked persons satisfy their wants on a tropical island. Unit two introduces the students to the market and engages them in a well-planned game of buying and selling goods. The third unit applies concepts learned in the first two units to studying trade across international boundaries. At present, the fourth and fifth-grade materials are available from The Allied Education Council. The sixth-grade materials are available from the project.

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Ohio State University, The Development of Economics Curricular Materials for Secondary Schools

Meno Lovenstein, Director, Department of Economic Education, College of Business Administration, Ohio University, Athens, Ohio

These materials rest squarely on the content of economics, with occasional suggestions for linkages to other social sciences, and on a particular conceptual structure devised by the principal author, Lovenstein. The 18 units are grouped in three divisions according to three major concepts: (1) scarcity; (2) flows of goods, services, and money; and (3) coordination of economic activity. Used in each of the divisions are two more major concepts, marginal analysis and institutions. The first division deals with wants, production, and distribution; the second with national income, growth, money, and stability; the last takes up the economic roles of government and deals briefly with a variety of economic problems.

The materials present situations and problems from which students are to derive concepts and relationships. Questions, additional information, and many other suggested aids are given in the Teacher's Guide, closely tying the student activities to the conceptual structure that is being developed. Dominant activities are teacher-led discussion and questioning based on student readings. There is some role-playing and data manipulation.

The Project materials are photocopied from typed pages and bound in medium-weight paper covers. The format is bulky and unattractive. The tables of contents are inadequate and there are no indexes. The materials are available from the project.

San Jose State College, Econ 12 Project

Suzanne Wiggins Helburn and John Sperling, Co-directors, Economic Education Center, San Jose State College, San Jose, California 95114

This course in economics is composed of four units: Unit I, basic economic concepts and analytical tools; Unit II, the structure of the U.S. economy and the price system; Unit III, national income determination, banking, and foreign trade; Unit IV, comparative economics--traditional, command,

and market systems. The conceptual structure used is a system of concepts and generalizations which define what economists study and link the study of economics to the study of society. Two structural models are used: the first model shows how economic activity is derived from the scarcity condition; the second is a dynamic model relating the economy to the physical world and society.

The authors' instructional theory is based on Richard Suchman's thinking-learning model, which draws from both field and stimulus-response theory. The use of organizers to select, group, and order experiences is stressed. The suggested teaching strategies vary, corresponding to the variety of materials. A variety of topics, questions, and problems for class discussion and small group work are suggested. Programmed instruction, in short units aimed at specific learning tasks, can be pursued at the student's own pace. Lectures for presentation of new materials and for summing up are indicated. The materials will soon be available from Addison-Wesley Publishers.

Developmental Economic Education Program

John E. Maher, Director, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036

The project, established by the Joint Council on Economic Education in 1964, provides resources for schools in the forms of materials, resource persons, and workshop endeavors. The project disseminates a great variety of materials developed by the Joint Council on Economic Education and by Minneapolis, Seattle, Pittsburgh, and other cooperating school districts. The materials are composed of teaching guides, filmstrips, readings, paper-back books, and suggested activities pamphlets. These materials can be obtained from the Joint Council on Economic Education.

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GEOGRAPHY

University of Georgia, The Geography Curriculum Project

Marion J. Rice, Director, 105 Fain Hall, University of Georgia, Athens, Georgia 30601

This project is preparing elementary social studies materials in geography that reflect topical organization of major concepts such as habitat, place, location, resource, production, spatial arrangement, region, urban settlement, rural settlement, and population. Materials organization and teaching strategies involve a two-fold emphasis on concept acquisition and concept use. Each concept is developed in an expository manner. As new concepts are developed they are integrated into an expanding structure of geography. This structure serves as a model for inquiry.

In the primary grades four units are being developed. A unit on Earth: Man's Home is designed to develop the concept of habitat. A second unit, entitled Place and Environment, concentrates on the ideas of location and place character. The third primary unit focuses on Resources and Production and explores the cultural nature of a resource and some basic ideas associated with man's use of resources to fulfill his needs. A final unit, entitled Spatial Arrangements and Regions, develops concepts related to the distribution of phenomena on the earth's surface and the delimitation of regions.

The middle grade materials are represented by three units. A unit entitled Rural Landscape identifies the generic elements in rural landscape from a geographic viewpoint. A second unit, Urban Landscapes, identifies the generic elements in urban landscape from a geographic perspective. The final unit deals with Population and concentrates on demographic inferences and projections based on such data as density, distribution, income, occupation, housing, education, race, age, sex, birth rates, and death rates.

Student materials and teacher's guides for Earth: Man's Home and Place and Environment are available from the project.

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American Association of Geographers, High School Geography Project

Dana Kurfman, Director, Post Office Box 1095, Boulder, Colorado 80302

These materials represent a one-year geography course organized around a settlement theme. Unit I of the materials deals with cities. Emphasis is placed on the selection of city sites, the factors which influence city growth, urban land-use patterns, and how settlements are related to one another. An attractive feature of this unit is the construction of a hypothetical city, Portsville, using historical data from Seattle, Washington. Unit II focuses on economic geography, concentrating on manufacturing and agriculture. The materials deal with the importance of farming and manufacturing to man and how they affect his landscape, and how in turn they are affected by their location. Two of the main activities are games dealing with decision-making about where to locate a factory, and risk-taking in American farming. Unit III is concerned with cultural geography. It includes an activity on how different cultures view cattle, a cultural diffusion simulation, an activity on the spread of certain sports, a study of the expansion of Islam, and an activity on how modernization can lead to cultural uniformity.

Media for the above three units include student resource books, student manuals, transparencies, vicinity maps, data tables, map packets, stereograms, stereoscopes, slides, and teachers' guides.

All six units are being published by the Macmillan Company. Unit IV, dealing with Political Geography, and Unit V, Habitat and Resources, have recently been published by Macmillan and Unit VI, Japan, will be published this fall (1970).

HISTORY

Amherst College, Basic Concepts in History and the Social Studies

Edwin Rozwenc, Director, American Studies Department, Amherst College, Amherst, Massachusetts 01002

The materials in this curriculum package are represented by twelve paper-back books that lead students to study the process of interpreting United States history. The pattern of presentation follows the same format in each book. First there is the introduction of a problem of interpretation of some aspect of U.S. history. Next, there is the presentation of a series of documents written by participants in that segment of history. Third, there is a series of contrasting interpretations of the historical event under consideration by prominent historians. The culmination of each study is an exercise involving the student in writing his own narrative about this historical occurrence. The twelve booklets are available from D.C. Heath and Company.

University of Chicago, Social Studies Project

Edgar Bernstein, Director, 1326 East 59th Street, Chicago, Illinois 60637

This project is developing materials for a two-year course in world history. The sequence of the course is (1) focus on in-depth studies of selected content from areas of world history; (2) incorporation, with increasing complexity, of the structural perspectives of social science theory; and (3) adoption of a problem-solving format to encourage student inquiry. The following materials, each accompanied by a teacher's guide, are being developed:

"Zinch Valley"

"The Mystery of Torralba: Three Investigations"

"India: Selected Problems"

"Poverty and Economic Development"

"Greece: Selected Problems"

"Medieval Studies"

"The Modern World: Contacts Between West and Non-West"

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Amherst College, Committee on the Study of History

Richard Brown, Director, The Newberry Library, 60 West Walton Street, Chicago, Illinois 60610

The Project's work is based on the theory that history is often inadequately taught because it is presented as a series of facts or "answers" that bear little apparent relation to the student's own concerns. As a result, it contributes little or nothing to the maturing of the student's intellectual powers or growth as a human being. As is the case with work in the other disciplines, the materials emphasize getting the student to be the scholar himself--to deal with original evidence, learn to ask questions, and formulate his own conclusions--rather than asking him to deal exclusively with the conclusions or "answers" of others to questions which he himself may only dimly perceive. The hope is that he will thus learn to doubt, to formulate hypotheses and to test them in the light of evidence, and to perceive the limits of his own generalizations; and that, rather than learning "facts" as ends in themselves he will learn what facts are, how they come to be, and how to use them.

The Project advocates neither a particular method of teaching nor an exclusive use of documents: the hypothesis that is central to its work insists merely that learning is essentially an active process proceeding from some form of inquiry on the part of the learner.

The Project's materials are to be published in looseleaf form by Addison-Wesley Publishing Company, beginning in December, 1969. Public domain editions, with copyrighted materials removed, are available through the ERIC system of the Office of Education. Information about these units may be obtained by consulting the journal Research in Education, published by the Government Printing Office, Washington, D.C. An earlier set of materials, prepared before the Committee's Cooperative Research grant, have been published by D.C. Heath and Company (Raytheon Education Company) under the series title New Dimensions in American History, and are available from the publisher. Work on an initial set of Junior High materials, which began before 1964, was sponsored by the Project and financed by the Amherst, Massachusetts school system. These materials have been published by Holt, Rinehart and Winston under the title Discovering American History.

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Carnegie-Mellon University, The Education Systems Research Project

Robert L. Ciaburri and Mitchell P. Lichtenberg, Co-directors, 240 Baker Hall, Carnegie-Mellon University, Schenley Park, Pittsburgh, Pennsylvania 15213

This project is planning to develop curricular units for high school and college United States history courses. From historical descriptions, essays, and documents, students are encouraged to develop hypotheses which can be tested by using computers. The emphasis is on the student relying on his own resourcefulness and ingenuity to ask appropriate questions and manipulate pertinent data.

Materials being developed to implement this approach to studying history are composed of documents, readings, and essays. In conjunction with these materials the student develops a set of hypotheses that he can test. Using a teletype as his link with the computer, the student asks for the data he needs and the computer replies.

Materials are in the process of being developed.

Black History Project

Price Cobbs and William Grier, Co-directors, 3516 Sacramento Street, San Francisco, California 94118

This project has developed materials intended to give youth, black and white, a positive sense of identity. The program is designed to be used in the central city and lily-white suburbs. The materials also endeavor to lead whites to an understanding of the significant contribution of the black people in the world. The media for the course is composed of 15 audio-visual presentations, which include 2000 slides, and guides for directing discussions. The materials are available from the project.

Northwestern University, World History Project

L. S. Stavrianos, Director, Department of History, Northwestern University, Evanston, Illinois 60201

The project is preparing materials in world history which consist of a student text, a teacher's guide, and supplementary materials. The study is an interdisciplinary approach and traces man's past through five basic technological revolutions: human, agricultural, urban, industrial, and current. The materials are designed to be used at the seventh-grade level.

An earlier set of tenth-grade materials were developed around the title Global History of Man. These materials consist of a textbook which gives the student an overview of man's history and a collection of readings that "flash back" to various historical epoches. These materials are available from Allyn and Bacon.

Vallejo Unified School District, Human Dignity Through American History Project

Arthur L. Satterlie, Director, Vallejo Unified School District, 211 Valle Vista Avenue, Vallejo, California 94590

The project is developing materials for grades five, eight, and eleven that emphasize the historical contributions of the Negro. Materials are in the first stage of development.

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POLITICAL SCIENCE

University of Indiana, High School Curriculum Center in Government

Howard D. Mehlinger, Director, 1129 Atwater, Bloomington, Indiana 47401

The Center is developing a two-semester ninth-grade course entitled American Political Behavior and two twelfth-grade courses entitled The American Political System and Comparative Political Systems.

American Political Behavior was developed to deal with contemporary political problems. The behavioral approach to the study of politics was chosen because of its contribution to the study of individuals in politics and the effects of individual behavior upon the political system. It was also chosen in an attempt to draw upon previous socialization of students by parents, church, school, and other institutions.

The content of the American Political Behavior course deals with the sources of political behavior and the subsequent consequences of this behavior for both the individual and the political system. Emphasis is placed on concepts which political scientists use to derive more meaning from their political observations, e.g., role; socialization; public and private political behavior; political issues, resources, and techniques; and policy decisions. Class discussion, question asking, analysis of case studies, readings, and evaluating tables and statistical data are all employed to reach these concepts.

The twelfth-grade materials are still in the developmental stages.

Hartford Board of Education, American Liberties Project

Irving Shein, Director, Hartford Board of Education, 249 High Street, Hartford, Connecticut 06103

This project has concentrated on preparing materials dealing with constitutional cases appropriate for use with non-academic students in inner-city schools. The materials are intended to be used at the twelfth-grade level. The project has developed two booklets, You and Your Civil Liberties and Problems in American Liberties. The booklets are designed to be used in conjunction with a directed reading instructional approach. Visuals accompany the tests and include transparencies that present the progression of a constitutional case. Materials are available from the project.

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University of California, Los Angeles, Committee on Civic Education

Richard P. Longaker and Charles Quigley, Co-directors, School of Law, University of California, Los Angeles, California 90024

This project has prepared elementary and secondary materials that deal with controversial issues. The units contain situations and case studies involving most of the important principles of constitutional democracy. Two general patterns are followed in the materials. First, the materials attempt to develop each concept with situations related closely to the student's own experiences. Once the student has grasped these concepts they are applied to situations that are less personally related. Second, the learning opportunities are developed so that the student can develop a frame of reference. This frame of reference is to be used as a tool for comprehending controversial issues. Work on this project has thus far produced two student booklets and accompanying teacher's guides. They are entitled Your Rights and Responsibilities as an American Citizen: A Civics Casebook and Conflicts, Politics, and Freedom. Both of these are published in paperback form by Ginn and Company.

World Law Fund, High School Program

Betty Reardon, Director, 11 West 42nd Street, New York, New York 10036

This project is in the process of preparing materials which together with a series of case studies on international conflict and some instructional models will form the basis for a total syllabus on world order. It is hoped that the materials will facilitate and encourage the study of world order, emphasizing the potential contributions of law to the control of violence in international affairs. In addition, the project makes available study guides for three films--Lord of the Flies, Dr. Strangelove, and High Noon--which can be used to initiate discussions of world order problems. Two books--Peace is Possible and Peace: The Control of National Power--are also available from the project. A study guide for teachers, Peace is Possible, is also available.

The project is currently working on simulation games and teaching strategies. Materials and information can be obtained from the project.

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Law in American Society

Robert H. Ratcliffe, Room 850, 29 South LaSalle Street, Chicago, Illinois 60603

The project has developed materials for the intermediate grades, junior high grades, and high school civics and U.S. history courses that lead students to study key cases in the development of U.S. law. The basic organization is the same for all levels in that there is a paperbound book of readings and questions. In addition, a teacher's manual provides background information, student objectives, and a variety of teaching strategies. It is hoped that through a study of these materials the student will develop a respect for law and order based on an increased understanding of the role of law in American society.

The intermediate course is entitled Law in a New Land. Legal Issues in American History is the title of the junior high course, and Law and American History is the senior high course. These materials are available from the project.

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SOCIAL PSYCHOLOGY

University of Michigan, Michigan Social Science Education Project

Robert S. Fox and Ronald Lippitt, Co-directors, University of Michigan, Ann Arbor, Michigan 48104

The Michigan Elementary Social Science Education Program uses a modified laboratory approach for the social science classroom and involves students in gathering, organizing, and using data. It includes a value-inquiry approach for intermediate grades and deals with subject matter of high potential relevance for pre-adolescent students.

Seven units for the fourth, fifth, or sixth grades were developed by the project. The first unit, an introduction to social science and its techniques, presents methodology to be used in the other units; the other six units deal with different aspects of behavior studied by social scientists and can be taught in any order after the introductory unit has been taught.

Students work with "behavioral specimens" in all units. The specimens are hypothetical cases of social interaction presented either as a reading in the Social Science Resource Book, as a recording, as an episode role-played by students in class, or as descriptions or pictures in the project booklet for each unit. Using the project booklets, students record observations and identify inferences and value judgments about the episodes. Students also make value analyses of some specimens and apply social science concepts to other specimens in class discussions. In each unit students do some gathering and analysis of data about their classmates through observation, interviews, or questionnaires. Sometimes they have a chance to compare their conclusions about specimens or about their own data with findings of social scientists described in the Social Science Resource Book. Presentation of basic content and of some specimens is through readings either in the resource book or in the project booklets.

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SOCIOLOGY

Sociological Resources for the Social Studies

Robert C. Angell, Director, 503 First National Building, Ann Arbor, Michigan 48108

The project is developing three different types of sociological materials for secondary schools. One type of materials, called "Episodes," is short encounters with social data. Each episode endeavors to lead students to use sociological concepts and methods to study social issues. Another type of materials, called Operation Paperback, is a set of six paperback books of sociological readings. The third type of materials which the project is developing is a course entitled Inquiries in Sociology, which emphasizes an inquiry approach and sociological methodology in studies of adolescence, institutions, social stratification, and change in the social order. Allyn and Bacon are publishing the three sets of materials.

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GENERAL AND INTERDISCIPLINARY

University of California, Asian Studies Curriculum Project

John U. Michaelis, Director, School of Education, Tolman Hall, University of California, Berkeley, California 94720

The Asian Studies program has been designed with the intention of guiding students in developing their own conclusions about past and present Asia. Each of the fifteen student booklets follows the same format: 1) an introduction to help the student focus on the problem or topic to be considered, 2) a series of readings revealing data related to the problem or topic, 3) a series of questions at the end of each booklet which guide the student in his formulation of generalizations about the problem or topic he is studying.

The teacher's guide for each set of five study booklets provides suggestions on how to conduct research in the classroom as well as lists of questions to be used in the classroom discussions at the end of each reading.

The five units on Asian Thought introduce the student to Asian culture through discussions on art, literature, religion, and their underlying principles. These five units, the authors feel, help the student better understand the concepts and attitudes presented in the other two sets of units in the program.

The five units on Changing Patterns of Asian Life are an endeavor to help the student develop a better understanding of the critical problems affecting twentieth-century Asia and international relations between East and West. From these materials the student can learn how political changes take place, the impact of modernization on traditional societies, and the interaction between sharply contrasted cultures.

The third cluster of five units, Traditional Patterns of Asian Life, attempts to give the student an awareness of the similarities and differences among traditional patterns of life in Asia. The materials reveal to the student how geography, climate, philosophies, and religion have been influential in shaping the Asian people and their economic, political, and social institutions.

Harvard Social Studies Project

Fred M. Newmann and Donald Oliver, Co-directors, Harvard Graduate School of Education, 210 Longfellow Hall, Appian Way, Cambridge, Massachusetts 02138

The Harvard Social Studies Project has developed curriculum materials, teaching approaches, and evaluation devices based on the conviction that the analysis of public controversy should command the primary attention of the teaching of the social studies in the public secondary schools.

The content is aimed toward development of the process of conflict analysis. Emphasis is placed on a continuing dialogue with students, and the stimulation and moderation of discussion and argument. "Taking a Stand" is a student booklet which can be used to introduce the series and which presents an analysis of the elements of discussion and argumentation. The content includes concepts of the social science disciplines and of the process of analysis. Some representative concepts are: rule of law, equal protection under law, consent, representation, due process, separation of powers, federalism, human dignity, public issues, and conflict.

The materials for the course are paperback booklets from 45 to 65 pages in length. Readings in each book take various forms, including fiction, journalistic historical narrative, research data, original documents, essays, and simulation games.

The paperback books are available from American Education Publications.

San Francisco State College, Taba Social Studies Curriculum Project

Norman E. Wallen, Director, Room 10, Education Building, San Francisco State College, 1600 Holloway, San Francisco, California 94132

This curriculum is a set of guides for grades 1-8 designed to enable students to acquire knowledge, thinking skills, academic and social skills, and selected attitudes. Heavy emphasis is placed on thinking skills, which are divided into three tasks: concept formation, inductive development of generalizations, and application of principles. The program incorporates social science concepts from the disciplines in an integrated fashion. These

selected concepts serve as threads through all eight years of the program.

There are two sets of strategies, one for cognitive development and one for affective development. The strategies for cognitive development involve asking questions that get the students to gather specific facts about a given phenomenon, to group these facts into categories (concepts) which are to be labelled and related to one another forming generalizations. After these exercises have been accomplished the student learns to take the generalizations, facts, and concepts, called principles, and apply them to given situations.

The strategies for affective development also involve a series of questions which lead students to infer and compare emotional reactions of people in a given situation, to propose, compare, and evaluate solutions to conflict, and to make identifications and comparisons of values reflected in behavior. These strategies encourage the student to involve his own feelings or values in each situation.

The teacher's guides and a teacher's handbook are available from Addison-Wesley Publishers.

Carnegie-Mellon University, Social Studies Curriculum Project

Edwin Fenton, Director, Carnegie Education Center, Schenley Park, Pittsburgh, Pennsylvania 15213

The project has developed a sequential and cumulative series of courses for students in grades nine through twelve.

The materials require a range of teaching strategies from exposition at one pole to student-directed discovery at the other. Occasionally the lesson plans call upon the teacher to give brief lectures in the midst of discussions. Frequently the lesson plans suggest that the teacher ask recitation questions in order to be sure that students know evidence from readings as a prelude to generalizing. However, most of the lesson plans have been organized around directed discussion in which the teacher leads the students through data to generalizations by the kinds of questions he asks. The data the students are gathering is presented in the forms of readings, transparencies, recordings, filmstrips, pictures, and class handouts.

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The social studies sequence comprising this curriculum package is composed of the following course:

Grade 9: Comparative Political Systems. This first semester course compares a primitive system with the governments of the United States and the Soviet Union. It examines the nature of leadership, the institutional setting, decision making, the role of the individual citizen, and ideology.

Comparative Economic Systems. This second semester course compares an economy in which most decisions are made by market forces (United States) with an economy in which most decisions are made by command. The course focuses on three basic questions--what is to be produced, how it is to be produced, and for whom it is to be produced.

Grade 10: The Shaping of Western Society. This first semester course is a study of change over time in four areas of Western society: the economic system, social organization, politics, and patterns of thought.

Tradition and Change in Four Societies. This second semester course examines four countries--South Africa, China, India, and Brazil. Students analyze in each case the traditional society, the impact of Western ideas and institutions, and one major contemporary problem, such as economic growth.

Grade 11: American History. This one-year course focuses on four major themes: the development of the American economic system, the growth of the American political system, the changing American social structure, and the reflection of these developments in the American intellectual tradition.

Grade 12: Introduction to the Behavioral Sciences. This first semester course is a study of two issues: the methods of inquiry in the behavioral sciences and selected generalizations about the behavior of men as individuals and in groups.

Compiled by Merle M. Knight, Social Science Education Consortium, August 1970.

Humanities in Three Cities. This second semester course is a study of the conceptions of the good man, the good life, and the good society, as revealed in literary and artistic works produced in ancient Athens, Renaissance Florence, and modern New York City.

Although each course can be used separately, the curriculum materials have been developed so that what the student learns in one course is expanded, reinforced, and utilized in succeeding courses. Each set of course materials consists of readings, an audio-visual kit, a testing program, and a teacher's manual containing daily lesson plans.

The materials are available from Holt, Rinehart, and Winston, Inc.

Education Development Center's Social Studies Curriculum

Peter B. Dow, Director, 15 Miffin Place, Cambridge, Massachusetts

The project has developed or is developing the following courses:

1. Man: A Course of Study. The first half of this course contrasts the life cycle and behavior of man with that of three animals--the salmon, the herring gull, and the baboon. The second half of the course is a study of man in society. The course is designed for the upper elementary level, and includes student manuals, teachers' guides, games, films, slides, field notes, journals, analytical and descriptive booklets, poetry, and songs. These materials are available from the project at nominal cost.

2. Inventing the Western World. This junior high course explores the West, its values, its political concepts, and its view of man as a political being. One unit, "The Death of the Roman Republic," has been developed and a second unit, contrasting Athens and Sparta in the 5th century B.C., is in progress. Student materials include readings, recordings, filmstrips, slides, maps, artifacts, posters, and role playing activities. Materials for this course are not generally available.

3. From Subject to Citizen. This course focuses on the development of American political freedom and responsibility. The course is divided

into five units: (1) Queen Elizabeth: Conflict and Compromise, (2) The King vs. the Commons, (3) The Emergence of the American, (4) The Making of the American Revolution, and (5) We The People. The Materials are available from K.D.I. Instructional Systems, Inc.

4. The American Experiment. This ninth grade course, formerly titled "The Civic Culture," explores American history by posing questions about American culture and identity. The materials for this course are being field tested and therefore are not generally available.

5. The Afro-American. A six to twelve week unit, this "course" deals with the issues of race and black-white relations in America. The materials for this course, which were designed for grades nine through twelve, are available from the project.

6. Modernization. This course examines the process of modernization and its impact on cultures. Materials are not currently available.

Educational Research Council of America, Greater Cleveland Social Studies Program

Raymond English, Director, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113

This project has developed materials for grades K-9. The basic format of the program for each grade is a series of matching teachers' guides and student textbooks. The major aspects of the curriculum are student activities, at the end of each unit and student questions which are placed on every two or three pages of the student text. The subject matter for each course is organized into a structure emphasizing important concepts. The materials are being published by Allyn and Bacon.

University of Minnesota, Project Social Studies

Edith West, Director, 130 Piek Hall, University of Minnesota, Minneapolis, Minnesota 55455

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The Center's curriculum framework tries to provide continuity and sequential development of concepts, generalizations, skills, and attitudes from kindergarten through twelfth grade. The concept of culture serves as the main thread, tying parts of the curriculum together. Culture and other concepts are introduced in simple forms in the early courses and repeated at increasing levels of difficulty through the grades. Key generalizations are likewise introduced in easier context early in the curriculum and subsequently used in more complex context with sub-generalizations sometimes expanding their meaning. Through the sequence, appropriate concepts and generalizations are related to each other and sometimes to theories. In the higher level courses, some of the controversy and skepticism about social studies concepts, generalizations, and theories is worked in to emphasize the tentative, changing nature of abstraction in the social sciences. Increasingly complex experiences with attitudes and skills are also spaced through the curriculum. The framework uses an interdisciplinary approach, mixing the use of abstractions from various disciplines. Although some courses place major focus on one discipline, relevant ideas from other fields are brought in.

The program emphasizes inquiry as a teaching strategy, but also uses other strategies. Inquiry is defined as a strategy requiring students to set up and test hypotheses and often is accomplished as teacher-led discussion. It is used to promote interest and to teach concepts, generalizations, and inquiry skills.

Public domain versions of teacher guides, resource units, student resources, and background papers are available from the Green Printing Company, Minneapolis. Commercial publication of seventh- and eighth-grade student materials and resource units is planned by Addison-Wesley Publishing Company at an undetermined future date.

Carnegie-Mellon University, Project Africa

Barry K. Beyer, Director, Baker Hall, Schenley Park, Pittsburgh, Pennsylvania 15313

An impressive roster of scholars including many specialists on Africa provides a deep and authoritative look at the portion of the continent south

of the Sahara. The course is described as multidisciplinary but the main focus is on teaching about Africa rather than the vocabulary and conventions of specific disciplines with Africa used to provide examples.

Detailed teaching plans and instructional materials in a variety of media are presented on three major topics which could make up a one-semester area study or could be incorporated in part in a world geography or world history course. The materials are suggested by the project as appropriate for seventh through tenth grades. The materials are available from the publisher, Thomas Y. Crowell.

Children's Museum, Materials and Activities for Teachers and Children

Frederick Kresse, Director, Children's Museum, The Jamaicaway, Boston, Massachusetts 02130

This project has developed units or kits of diverse materials which advocate non-verbal learning. Non-verbal learning, in this case, means that the child is meaningfully engaged in the study of some physical object, such as a model, an ancient artifact, a lump of clay, a film, a chopstick, or perhaps another child dressed in a Japanese kimono. Thus far three units have been commercially published: The City, A House in Ancient Greece, and Japanese Family.

The City unit is about "cityness." Its purpose is to help young children to form an idea of what a city is, what happens there, and how a city changes. The unit is not planned to teach specific facts about cities, but rather to bring out their characteristics through object lessons that generate ideas with which the children and teacher can work. Characteristic activities include: role-playing in an accident situation; using photos to make up a story about the city; making maps; creating a city with model buildings; matching city sounds and images; analyzing aerial photographs; studying city-planning problems.

The Japanese Family unit focuses on Japanese life today in typical family situations. The children learn about the relationships among individuals, their basic belongings and manners, their jobs and places in industry. To do this the class is divided into 5 families, each with different characteristics

and histories. The children remain in their family throughout the lesson. Many of the activities revolve around setting up and learning how to live in a Japanese family room.

The unit, AHouse of Ancient Greece, introduces children to the everyday life of an ancient Greek household and to archaeology as a tool for learning about people's lives long ago. Emphasis is placed on the process of sifting through evidence from the past and drawing conclusions from this evidence. The children look at pictures and life-sized copies of objects that might have been unearthed in the Villa of Good Fortune, which was excavated in Olynthus, Greece, in the 1920's. From this study they piece together a picture of life in this house 2300 years ago. Essentially, the children play the role of archaeologists. They are divided into teams which work independently to solve their own archaeological puzzles within the house, deciding what their part of the Villa was used for.

These units are available from American Science and Engineering, Inc.

Lincoln Filene Center, Program in Research and Development in the Social Studies

John S. Gibson, Director, Lincoln Filene Center, Tufts University, Medford, Massachusetts 02155

Materials have been developed for the elementary grades which focus on intergroup relations and for secondary school which focus on social studies in general.

The student materials developed at this project are grouped under three basic instructional programs:

1. Dimensions of Citizenship. The titles of this section include "Effective Citizenship: Upton Sinclair and The Jungle" (16 pages), "Citizenship Denied: Diary of a Young Girl" (15 pages), and "Citizenship Affirmed: The Story of Frederick Douglass" (25 pages).

2. Inner City Problems and Prospects. The titles in this section include "The Police: Fact and Fiction" (19 pages), "Welfare: A Way of Life?" (17 pages), "Civil Disobedience: A Higher Law?" (25 pages), and "Urban Renewal: Planners and People" (26 pages).

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3. Decision Making in the International System. "The Boycott of the 1968 Olympics," "Nation Building in Ghana," "The NATO Commitment," "The Hungarian Revolution," "The Lebanese Crisis: Prevention of Conflict," "The Dominican Republic: Engagement in Conflict," "The Suez Crisis: Resolution of Conflict," "The Alliance for Progress: Trade and Aid," "The Marshall Plan: Domestic Sources of Foreign Policy."

The titles in the above sections may be purchased from the project. Teacher's guides have been prepared for each available title.

Additional materials are in the process of being developed. These projected materials are organized around the following topics: "Civil Rights and the American Negro," "The American Economic System: Problems and Prospects," and "U.S. History for the General Level 11th Grade Student."

The Center has also developed a simulation game entitled "Conflict: A Game of Power and Policy in the World Today."

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